



## JANE EDWARDS ELEMENTARY

1960 Jane Edwards Road  
Edisto Island, SC 29438

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	115 Students	
<b>Principal</b>	Susan Miles	843-559-4171
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Excellent</b>
2010	Average	Average
2009	Below Average	Average
2008	Below Average	Average
2007	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	9	105	48	19

\* Ratings are calculated with data available by 11/09/2011.

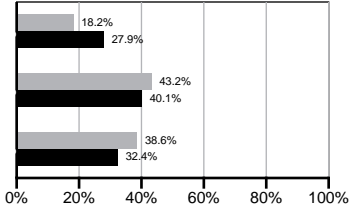
Palmetto Assessment of State Standards (PASS)

Exemplary

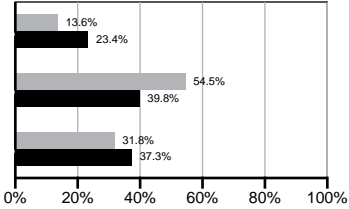
Met

Not Met

English/Language Arts



Mathematics

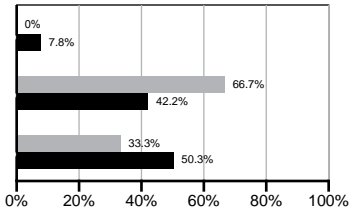


Exemplary

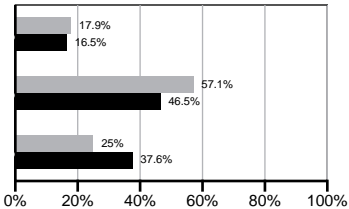
Met

Not Met

Science



Social Studies

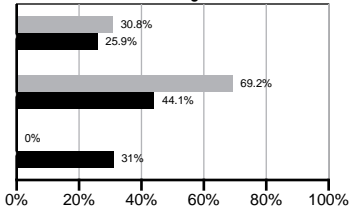


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=115)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Up from 1.0%	1.5%	1.1%
Attendance rate	96.9%	Down from 97.4%	95.9%	96.2%
Served by gifted and talented program	6.4%	Down from 7.2%	6.2%	13.4%
With disabilities other than speech	2.8%	Down from 5.3%	4.3%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=11)</b>				
Teachers with advanced degrees	72.7%	Up from 45.5%	61.9%	62.5%
Continuing contract teachers	81.8%	Up from 72.7%	83.3%	88.2%
Teachers returning from previous year	72.1%	Up from 63.6%	85.1%	87.8%
Teacher attendance rate	96.8%	Up from 95.4%	95.1%	95.2%
Average teacher salary*	\$43,719	Up 1.6%	\$45,319	\$46,773
Professional development days/teacher	2.5 days	Down from 5.6 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.5	3.5	4.0
Student-teacher ratio in core subjects	15.4 to 1	Up from 12.1 to 1	17.9 to 1	19.9 to 1
Prime instructional time	93.7%	Up from 92.6%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$13,399	Down 7.3%	\$8,215	\$7,447
Percent of expenditures for instruction**	57.4%	Up from 56.2%	68.0%	68.4%
Percent of expenditures for teacher salaries**	50.8%	Up from 48.4%	64.2%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

We are pleased to report all students in all subgroups made adequate yearly progress for the '09-'10 school year. During the '10-'11 school year, we have continued to celebrate student gains. Measures of Academic Progress (MAP) scores have increased from fall to winter to spring. Likewise, gains have occurred for the majority of children in grades K-6 on DIBELS, Dynamic Indicators of Basic Early Literacy Skills. Children are scoring benchmark (on grade level) and strategic (needing some intervention). The District's implementation of Voyager, an intervention program in reading and mathematics, has delivered positive results. Young students are moving confidently and steadily through Headsprout, a computer-based program that reflects scientific research with an abundance of instructional strategies in phonemic awareness, phonics, fluency, vocabulary and comprehension. First grade students needing additional reading assistance participate in Reading Recovery, a one-to-one session daily for 18 weeks, to learn various reading strategies they can transfer to their reading in the classroom. Six first-grade students participated in the district's newest initiative, First Grade Academy. All six made extraordinary gains. Grades K-2 have implemented Read Well, a new reading program. Its structure supports learning especially for struggling readers. Renzulli, a computer-assisted instructional program, has encouraged our more able students through differentiation of content that challenges them in their areas of interest. Older students work on Study Island, another computer-based instructional program addressing individual student needs in reading, mathematics, social studies, and science. Numerous students have far exceeded the District's 25 Book Campaign. They have received medals for reading 25, 50, and 75 books. Five students have read over 100 books and received a \$25 gift card to Barnes and Noble.

Office discipline referrals as well as suspensions have decreased in our third year of Positive Behavior Intervention and Support (PBIS). We were named an Exemplar School for our improvement in the early years of this strategy. Our student oath supports this as students pledge daily "I am here to achieve. I will be respectful, safe, responsible, and well prepared. At Jane Edwards failure is NOT an option." We firmly believe in each component of our oath. When behavior is in place, teachers have more time to teach and students have more opportunities to learn. Additional support from our mental health counselor from the Department of Mental Health and our Student Support Specialist from Communities in Schools provide many children and their families additional help with life skills and study skills that enhance the learning process. Our wonderful volunteers also support our students and teachers in the teaching/learning process. Our PTA and SIC continue to look for and to provide ways parents can increase their involvement in their child's educational experience. We have had a great year with many successes thanks to our students, their families, the faculty and staff, our outstanding teachers, dedicated volunteers, and our additional support personnel. Thank you to all!!

Susan Miles, Principal  
 Rev. Albert Morrison, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	12	11
Percent satisfied with learning environment	100.0%	75.0%	90.9%
Percent satisfied with social and physical environment	100.0%	75.0%	81.8%
Percent satisfied with school-home relations	55.6%	91.7%	90.9%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 6 out of 7 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate	96.9%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	46	97.8	38.6	43.2	18.2	68.2	83.1	82.4	No	Yes
<b>Gender</b>										
Male	25	96	41.7	45.8	12.5	66.7	79.9	78.7	N/A	N/A
Female	21	100	35	40	25	70	86.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	36	97.2	47.1	41.2	11.8	61.8	71.9	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	3	I/S	I/S	I/S	I/S	I/S	42.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	40	100	38.5	43.6	17.9	69.2	72.9	75.4	I/S	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	46	97.8	31.8	54.5	13.6	79.5	82.8	81.9	Yes	Yes
<b>Gender</b>										
Male	25	96	29.2	58.3	12.5	79.2	81.1	79.9	N/A	N/A
Female	21	100	35	50	15	80	84.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	36	97.2	41.2	47.1	11.8	73.5	70.9	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	3	I/S	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	40	100	30.8	53.8	15.4	79.5	72.7	74.9	I/S	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	28	100	N/AV	N/AV	N/AV	66.7	69.2	68.6
<b>Gender</b>								
Male	12	100	N/AV	N/AV	N/AV	66.7	68.4	68.3
Female	16	100	N/AV	N/AV	N/AV	66.7	70	68.9
<b>Racial/Ethnic Group</b>								
White	3	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	22	100	N/AV	N/AV	N/AV	57.1	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
<b>Disability Status</b>								
Disabled	1	I/S	I/S	I/S	I/S	I/S	30.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	24	100	N/AV	N/AV	N/AV	69.6	51.8	57.3

**Social Studies**

All Students	29	100	25	57.1	17.9	75	75.5	72.5
<b>Gender</b>								
Male	16	100	25	50	25	75	74.4	72
Female	13	100	25	66.7	8.3	75	76.6	73.1
<b>Racial/Ethnic Group</b>								
White	3	I/S	I/S	I/S	I/S	I/S	91	81
African American	21	100	30	60	10	70	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
<b>Disability Status</b>								
Disabled	2	I/S	I/S	I/S	I/S	I/S	36.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	70.5	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	26	100	24	56	20	76	61.8	62.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	13	100	N/AV	N/AV	N/AV	100	75.8	73.2	96.9	96
Gender										
Male	9	I/S	I/S	I/S	I/S	I/S	70.7	67.2	96.9	95.9
Female	4	I/S	I/S	I/S	I/S	I/S	81.1	79.4	96.9	96.1
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	90.8	81.5	95.8	96.1
African American	11	100	N/AV	N/AV	N/AV	100	61.3	61.3	97.4	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	95.9	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	1	I/S	I/S	I/S	I/S	I/S	23.9	26	96.7	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	96.1	96.3
Socio-Economic Status										
Subsidized meals	12	100	N/AV	N/AV	N/AV	100	62.2	63.2	96.7	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	14	100	38.5	53.8	7.7	61.5
	4	16	100	20	53.3	26.7	80
	5	11	100	I/S	I/S	I/S	I/S
	6	14	100	28.6	57.1	14.3	71.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	12	100	58.3	25	16.7	41.7
	4	12	100	18.2	63.6	18.2	81.8
	5	13	100	30.8	46.2	23.1	69.2
	6	9	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	14	100	69.2	15.4	15.4	30.8
	4	16	100	33.3	60	6.7	66.7
	5	11	100	I/S	I/S	I/S	I/S
	6	14	100	28.6	42.9	28.6	71.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	12	100	66.7	25	8.3	33.3
	4	12	100	N/AV	N/AV	N/AV	90.9
	5	13	100	15.4	53.8	30.8	84.6
	6	9	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	7	I/S	I/S	I/S	I/S	I/S
	4	16	100	40	53.3	6.7	60
	5	6	I/S	I/S	I/S	I/S	I/S
	6	7	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	5	I/S	I/S	I/S	I/S	I/S
	4	12	100	N/AV	N/AV	N/AV	90.9
	5	7	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	7	I/S	I/S	I/S	I/S	I/S
	4	16	100	26.7	53.3	20	73.3
	5	5	I/S	I/S	I/S	I/S	I/S
	6	7	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	7	I/S	I/S	I/S	I/S	I/S
	4	12	100	9.1	72.7	18.2	90.9
	5	6	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	14	100	N/AV	N/AV	N/AV	46.2
	4	15	100	46.7	33.3	20	53.3
	5	11	100	I/S	I/S	I/S	I/S
	6	14	100	57.1	35.7	7.1	42.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	13	100	N/AV	N/AV	N/AV	100
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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